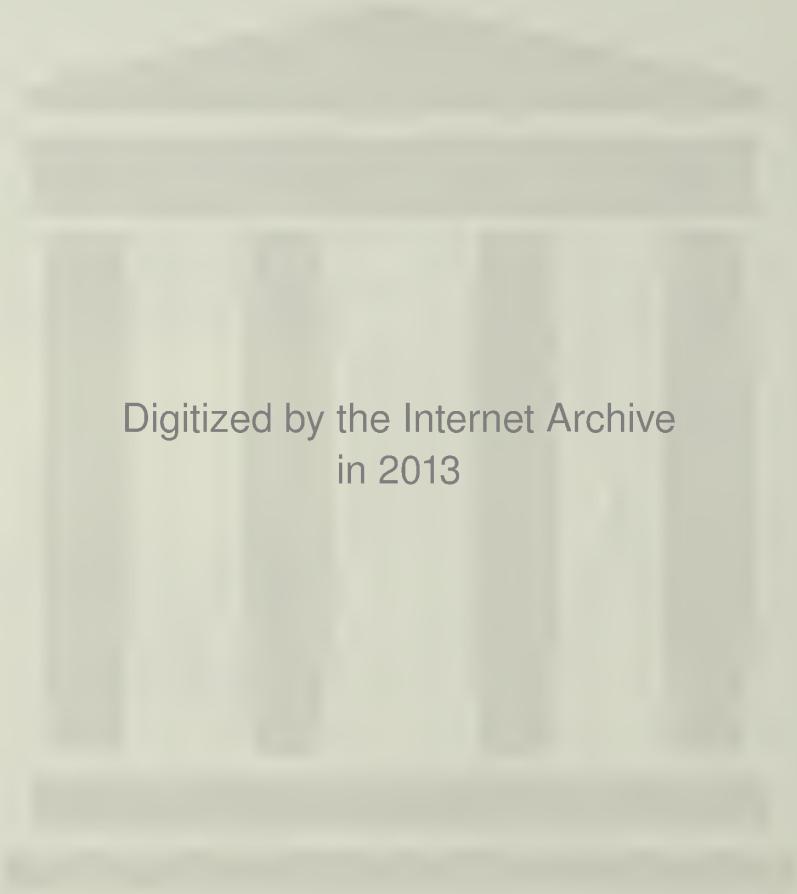

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THE

"MIRROR"

OF THE

FRANKLIN HIGH SCHOOL

FOR

1901.

PUBLISHED BY A FEW CONGENIAL PERSONS REPRESENTING THE TEACHERS AND ALL THE CLASSES AT

FRANKLIN, INDIANA.

CENTRAL PRINTING CO., INDIANAPOLIS.

Dedication

To the Alumni and Alumnae, whose attainments are an inspiration and whose support in this undertaking is appreciated, this volume is respectfully dedicated.

Board of Editors.

PROF. HORACE ELLIS

PREFACE

This volume is published to meet a positive demand.

The friendships and associations of school life are such that no others will ever take their place. This book will help keep in mind the incidents of the past year, the faces of friends as well as our purposes and our successes or failures.

Each year will add to its value and the board of directors have striven to give that which is worth preserving.

We shall here take the opportunity to thank those who have given us their assistance and made this volume possible.

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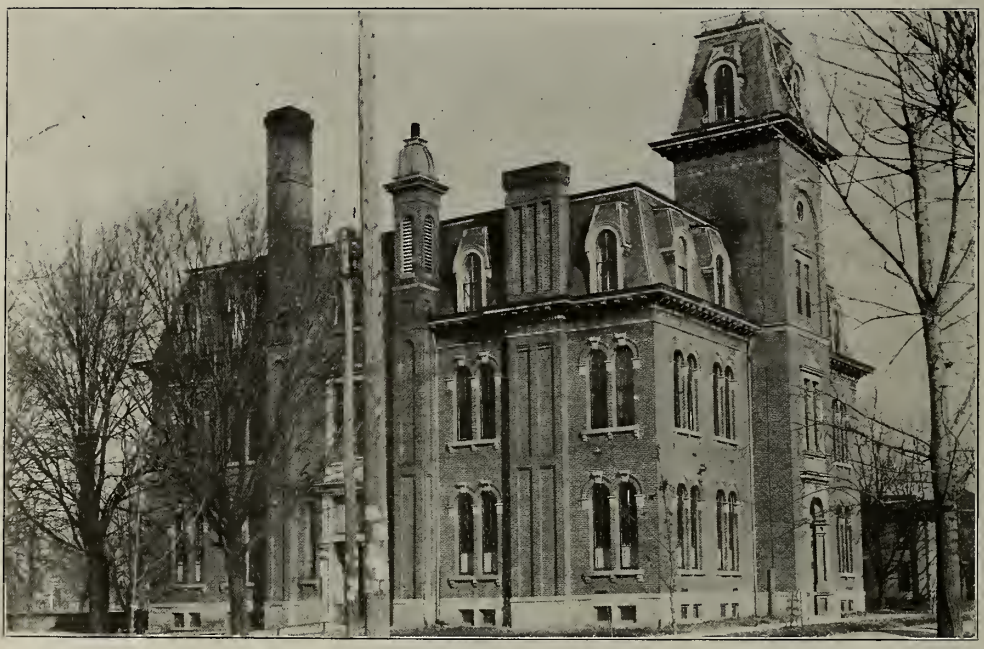

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HISTORY

Early History of Franklin High School

PRIOR to 1871, Franklin had no up-to-date system of graded schools. For a number of years schools had been taught in the old Academy building, located where the High School building now stands, in the basement of the Presbyterian Church, in the building now the Catholic Church; also in a brick building in East Franklin. In 1869 the "Board of School Trustees," P. W. Payne, D. D. Banta and J. O. Martin, selected the location, bought the lot and contracted for the erection of an eleven-room building, having in view ample accommodation for a graded system of schools from primary to high school, all within one building. For doing what they thought best for the city, the Board was maliciously criticised and unmercifully censured—in fact, the opposition became so pronounced and annoying that the "Board of Trustees" resigned in September, 1870, before the building was complete. On September 14, 1870, W. H. Barnett, County Auditor, appointed Thos. W. Woollen, Cas. Byfield and A. B. Hunter to fill the vacancies made by the resignations of Payne, Banta and Martin. At a meeting of the Board of Trustees, held January 16, 1871, Prof. H. H. Boyce was employed as Superintendent of Schools at a salary of $2,050 per year, which included the services of Mrs. Boyce as principal of High School, the schools to open on February 8, 1871, which date is the natal day of Franklin High School.

Superintendent Boyce and wife had charge of the school until May, 1873, a little more than two years. He was a good organizer and a superb disciplinarian, but those qualifications were dimmed by transgressions which wholly unfitted him for school superintendent. On April 8, 1873, the Common Council of Franklin appointed I. J. Armstrong, George F. Herriott and A. B. Colton School Trustees (successors to Woollen, Byfield and Hunter). The first duty that confronted the new Board was to get rid of Superintendent Boyce and smother scandalous rumors. He was allowed to resign for the good of all concerned. His resignation was received and accepted by the Board April 29, 1873. The first annual commencement exercises were held May 23, 1873:

Order of Exercises

Invocation.

Music.

Declamation ..... Catholicism

Peter M. Dill.

Essay ..... Words

Aurelia Whitesides.

Music.

Declamation ..... Lessons from Willis

Jessie Forsythe.

Music.

Essay ..... A Student's Influence

Alice Palmer.

Declamation ..... Address to Mount Blanc

Frank Blackledge.

Music.

Essay ..... Our Ideals

Mary Wishard.

Music.

Essay ..... Silent Work

Emma Belle Forsythe.

Presentation of Diploma to Emma Belle Forsythe, by President of School Board.

For the school year of 1873-'74 the Trustees employed Prof. E. E. Thompson for Superintendent, and his wife, May Wright Thompson, principal. Mrs. Thompson, before her marriage to the Professor, had taught in the High School during the winter of 1871-'72, under the superintendency of Professor Boyce. For reasons best known to herself she resigned in March, 1872, about two months before the close of the school year.

In securing the services of Professor Thompson and wife the Trustees were very fortunate in obtaining teachers skilled in their chosen profession. The school that year was a success all along the line. There was no graduates in 1874.

Professor Thompson and wife were re-engaged for the year 1874-'75, but before the opening of the school in September they resigned on account of the poor health of Professor Thompson.

Prof. D. Eckley Hunter being highly recommended for Superintendent and as an educator of ability and experience, was employed as Superintendent, and Miss M. J. Neeley principal. They taught one year, and graduated a class of four.

Second annual commencement, Thursday evening, May 20, 1875:

festina Lente Thursday Evening, ... May 20, 1875

Order of Exercises

Prayer.

Music.

Salutatory—"Shooting Stars" ..... Laura A. Dunlap

Music.

"Melting Moments" ..... Ida S. Moore

Music.

"Under the Surface" ..... Aurelia Whitesides

Music.

"Influence of Associates" ..... Valedictory

Robert M. Parks.

Music.

Address to the class and delivery of diplomas, by D. Eckley Hunter, Superintendent.

Benediction.

Following Professor Hunter and Miss Neelcy came Professor John H. Martin and wife, in the fall of 1875. The lessons they taught are not forgotten. The impressions they made and left (not only with their pupils, but with all citizens) as educators and Christian people, will never be eradicated. (Note.—The unruly pupil (not high school) who was compelled to visit the basement in company with Professor Martin was sure to receive impressions that were lasting.)

Franklin High School has seen bright days and dark days. Was fortunate and unfortunate during its early years—fortunate in having the very best talent for instructors (*one of whom has since achieved, not only a national, but a world-wide reputation for all that is noble in woman). Unfortunate in having to make frequent changes of Superintendents, but during its darkest days its high standard of efficiency and proficiency was never lowered. Long may it thrive.

*May Wright Sewall. A. B. Colton.

During the present year Franklin Public Schools have prospered under the superintendence of Prof. Horace Ellis. Professor Ellis succeeded Prof. N. C. Johnson as Superintendent and has brought to the schools much of the vigor and interest which has characterized his work in other cities.

Under his direction a series of Saturday lectures have been conducted by which the teachers and patrons have come in touch with the leading educators of the State. At the suggestion of the Superintendent, the credit system has been adopted in our High School and mid-year promotions throughout the schools. Professor Ellis has been chosen as Superintendent for next year and another prosperous year is expected.

In Memoriam

William J. Williams, who was Superintendent of Franklin schools for six years, and who was well known in educational circles of this State, died at Columbus, Neb., December 6, 1900. Since leaving Franklin he had been in the Marion, Ind., schools and for six years had been Superintendent of Columbus, Neb., schools.

Professor Williams was born in Ohio June 4, 1845. He was in all respects a self-made man and this was an inspiration to all young people with whom he came in contact.

Resolutions were adopted by the teachers of the Franklin schools, the teachers of Columbus, Neb., schools, the Board of Trustees of Columbus and a memorial edition of their high school paper was issued.

The funeral services at Franklin were conducted by Dr. Stott and were largely attended. The burial was at Greenlawn.

Jessie Brown, Class of 1903

For the first time in many years death visited our school and robbed us of one of our brightest and dearest pupils. After a brief illness of fever, Jessie, the only daughter of B. P. Brown, died January 4, 1901.

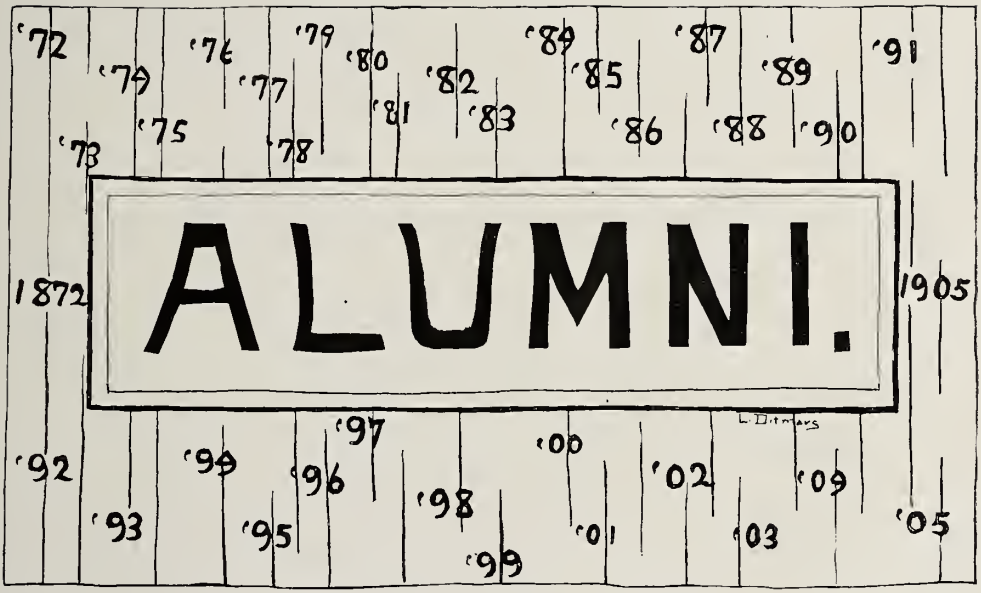
To see a life so full of promise and hope taken at a time when it would seem to be just at its beginning, was a shock to the school and the community. Many were the expressions of sorrow and condolence, but we feel that her place is still vacant.

The funeral services were very impressive, being one of the largest ever seen in this city. Such expressions make us feel that her life was not lived in vain.

Ora Alexander, Class of 1903

During our last summer vacation occurred the death of Miss Ora Alexander. While the sympathy of all went out to the bereaved family, we could not but feel that for her it was a blessing that she could be relieved from her intense suffering. For months she had borne intense suffering with such patience and fortitude that all who visited her were impressed with the sweet influence of her character.

In the months which she spent in High School she made many friends, who will ever remember her as a character whose influence was for the best and whose example was inspiring.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Alumni Notes

Donald Hannaman, son of Clara Armstrong Hannaman, '76, and Faris Smith, son of Sallie Irons Smith, '76, entered High School this year.

* * *

Congressman Jesse Overstreet, '76, will spend the summer in Europe.

* * *

Mary Day, daughter of Frank B. Day, '78, entered High School last fall.

* * *

Miss Aliee Crowell, '83, is teaching in the Indianapolis schools.

* * *

Bert Fesler, '83, is a prominent attorney at Duluth.

* * *

Jeannette Zeppenfeld, '83, of Franklin College, has been granted a leave of absenee for a year and will spend the time in modern language work in the German universities.

* * *

Paul Monroe, husband of Emma Ellis Monroe, '84, has the chair of history in the Teachers' College of Columbia University, New York.

* * *

Myrtle Sloan, '88, is teaching in Indianapolis.

* * *

Ethel Miller, '89, teaches Latin in Greensburg, Ind., High School.

* * *

Dr. J. Victor Voris, '90, after extensive travels in Europe and South America and service in the Spanish war, is practicing his profession in Kentucky.

* * *

Arthur Hieronymus, '90, is conducting a private hospital in New York City. Since his experiences in Bellevue Hospital he has enjoyed an extensive practice. His mother is now with him.

* * *

Edgar Mendenhall, '90, principal of High School at Greensburg, will do post-graduate work at Indiana University.

* * *

Estella Peede, '90, and Mate Ryker, '90, are teachers in Indianapolis, as is also Bertha Fletcher, '91.

Melvin Ryker, '91, continues with McKee & Co., wholesale, at Indianapolis.

* * *

Fred R. Owens, '92, has opened a law office in this city.

* * *

Edward Middleton, '93, has established a law office and is captain of the local militia.

* * *

Jesse Webb, '94, will do work in the graduate school of the University of Chicago the coming year.

* * *

H. H. Woodsmall, '94, has sold his interest in the Central Printing Company, of Indianapolis, and will devote his time to the ice plants at Franklin and Greenfield. He will make Franklin his home.

* * *

Everett McQuinn is studying for the ministry at the Lexington, Ky., Bible School.

* * *

Minnie Weyl, '95, since her graduation at Franklin College, has been teaching.

* * *

Otis Pritchard, '96, is in Butler preparing himself for the ministry.

* * *

Hattie Norton, '97, has taught in the Franklin schools.

* * *

Bertha La Grange, '98, is the first graduate whose parent is also an alumnæ, her mother, Ida Moore La Grange, being a member of the class of '75.

* * *

Hurd Polasky, '84, died last summer.

* * *

Fanny Bowen, '89, died here this year. Florence McClain, '95, died last year at Alexandria.

* * *

Verne Brannigan, '00, has been recently elected captain of the Franklin College Football Team.

* * *

Alumni Recently Married

Miss Essie Brown, '95, to Mr. Roy Mullendore.
Miss Grace Unversaw, '96, to Mr. Cory Stevenson.
Miss Bonnie Cochran, '97, to George F. Atkins.
Miss Florence Carpenter, '97, to Mr. Wm. B. House.

CLASS OF 1900

Commencement Exercises

THE commencement exercises for 1900 were the most successful ever held, in point of attendance, the new opera house being filled to its capacity. The scenes from Shakspere were given in costume and the speakers gave pleasing evidence of their training under Professor McAvoy, of Indianapolis, Harry Jordan having made the highest average, received the class honors. The following was the program:

Program

Music ..... Hopewell Orchestra
Invocation ..... Rev. Chas. Hudson

Prologue

The Drama ..... Ruth Sloan
Shakespeare ..... Roxy Hamilton

Part I

Julius Cæsar ..... Ruby Minor
Brutus ..... Margaret Norton
Speech of Mark Antony ..... Opal Lewis
Music.

Quarrel Scene from "Julius Cæsar."
Brutus ..... Marquis Webb
Cassius ..... Verne Branigin

Part II

Music ..... Hopewell Orchestra
Merchant of Venice ..... Opal Young
Shylock ..... Stella Atwood
Portia ..... Mary Dunlap

Court Scene from "Merchant of Venice."
Portia ..... Maude Johnson
Narissa ..... Lucy Valentine
Shylock ..... Harry Dragoo
Duke ..... Clarence Walden
Gratiano ..... Chester Ryker
Bassanio ..... Mark Webb
Antonio ..... Harry Jordan

Part III

King Lear ..... Edna Utter

Scene from "King Lear."

King Lear ..... Arthur Owens
Cordelia ..... Grace Alexander
Goneril ..... Clara Moody
Regan ..... Oma McGinnis
Earl of Kent ..... Harry Jordan
Duke of Bungundy ..... Harry Dragoo
Duke of Cornwall ..... Clarence Walden
King of France ..... Chester Ryker

Music.

Epilogue

The Men of Shakespeare ..... Helen Upham
The Women of Shakespeare ..... Fay Marshall
The Influence of Shakespeare ..... Edith Mullendore
Presentation of Diplomas .. A. O. Neal, Prin. High School
Benediction ..... Rev. Wallace St. John

DEPARTMENTS

Department of Latin

A. O. NEAL

The Latin course of Franklin High School is so planned as to meet the re-ments of the leading educational institutions of the State. These institutions have placed much emphasis upon the study of at least one foreign language. Latin, being a language in which there is no change and offering an abundance of material, has long been regarded as best fitted for the mental drill and discipline which language study gives.

In the study of Latin all the powers of the mind are continually exercised. The memory must be used continually as a basis for a vocabulary.

Every sentence structure requires an exercise in thought and judgment to detect the relations of the different parts. The fact that for ages Latin has been the principal requirement in all educational institutions is a proof of its value.

The course in Latin is so planned and carried on, not only as to meet the requirements of colleges, but to give a better understanding of our own language and a command of mental faculties that will be of value in any kind of work in the future.

I. The first year's work will be based upon Collar and Daniel's First Latin Book. In this year's work especial attention will be given to formation of vocabulary, translations and English derivatives.

II. The second year's work will be based upon the first four books of Cæsar's Gallic War. In connection with translation will be given work in Latin grammar and Latin composition based upon the text.

III. The third year's work is based upon Cicero's orations against Cataline. In connection with this work in translation especial attention will be given to the study of the Latin subjunctive and the use of clauses in general. Much attention will be given to Roman life and law.

IV. The fourth year will be devoted to the study of Latin poetry as we have it in Virgil's Æneid. In addition to syntax, there will be a careful study of the structure of Latin verse. There will also be a brief study of Latin literature of the Augustan age.

Department of History and English

MRS. C. F. HANNAMAN

History has the largest scope of any subject for study, since it is the record of human life and action. Its careful study produces breadth of mind, enlargement of view and ability to draw just conclusions. The aim of the work in History is to teach the pupils to think and reason, not merely to memorize facts; to form honest judgments, not only to learn data; to appreciate fully the efforts of the past in the attempt to reach the ideal, and to willingly assume present responsibilities.

This department in the Franklin High School includes a three-years' course. General History is the Sophomore year, the History of England, followed by a careful study of the growth of the English Constitution in the Junior year, and a History of the United States, with a course in Civil Government in the Senior year. In the place of this course two classes of pupils are considered—those who do not complete the High School course and those who graduate. If the pupil ends his course with the work of the second or the third year, he has enough general knowledge of istory to read with understanding so far as the relation of past to present events are concerned. If he concludes the course he has the foundation well laid in the second year, with ability to proceed with the special work in the third year, whereby he is enabled to interpret the growth of his own nation and its Constitution from a more intelligent standpoint.

The aim of the work in General History is to give the pupil a knowledge of the life of the race and the great events that have made the history of the world, in order to arouse in the mind an appreciation of the benefits of present civilization and to aid in forming judgments as to present conditions. The text used is Myers' General History. So far as possible a system of reports is adopted with a view to stimulate an interest in an independent supplementary course of reading.

On the basis that Americans should know the history of England next to that of their own country, the work in the third year is that of English history, preparatory to the course of the following year. Not only is the subject studied for the narrative, but special attention is given to the institu-

tional growth of this nation, and the development of the English Constitution. Supplemenary courses in reading, reviews and reports at stated times are required in this year's work. The texts are a History of England, by Coman and Kendall, and the Elements of English Constitutional History, by F. C. Montague. The study of the history of the United States is the last in the eourse beeause to the Ameriean student it is of greatest importanee. The United States is elosely related with previous ages and with other eivilized eountries. The more advaneed mind is essential to the grasp of our institutional life and its dependenee upon the life of other nations.

The effort in this year's work is to establish the faets of our history and to develop an admiration and respeet for Ameriean institutions whieh will manifest itself in teh loyalty of our students when they assume the duties of Ameriean eitizenship. Channing's United States History is used, together with Young's Civil Government.

Department of Science

MISS NETTIE CRAFT

I value science—none can prize it more.
It gives ten thousand motives to adore:
Be it religious, as it ought to be,
The heart it humbles, and it bows the knee.
Abraham Coles.

To the natural philosopher, to whom the whole extent of nature belongs, all the individual branches of science constitute the links of an endless chain, from which not one can be detached without destroying the harmony of the whole.—Friedrick Schoedler.

The department of science in the Franklin High School includes botany, chemistry, physics and physical geography. One year is given to each, with the exception of physical geography, which is completed in one half year.

Botany

The course of botany extends through the freshman year. The aim of this year's work is to bring the pupil in closer touch with the beauties of nature, enabling him to understand his own environment and to widen his horizon.

Dr. Coulter's "Plant Studies" is the text used and is made the basis of the work. The nature of the plant is studied and for this work the student is provided with notebook and drawing tablet, in which his observations are recorded and sketches made.

The plant is also studied in relation to its surroundings and a little time is given to histological study. During the latter part of the spring term the student makes an herbarium of the flora found about Franklin.

Chemistry

The work in chemistry runs through the sophomore year. The text used is Williams' "Elements of Chemistry." Williams' Manual is used in the laboratory. Each student is required to do individual laboratory work.

During this year's work it is hoped that in addition to acquiring facts of elementary chemistry, the student will acquire the habits of thinking scientifically and observing accurately.

Physics

Carhart and Chute's "Elements of Physics" is used as a text through the Junior year. Laboratory work is done in connection with the text.

Physical Geography

Physical geography for the first half and book-keeping for the last half of the year form one line of work through the Senior year. The text used in physical geography is Tarr's "Elements."

Department of Mathematics and English

MISS HERRIOTT CLARE PALMER

Perhaps the most considered question in the arrangement of a Mathematical course for our secondary schools today, is the one confronting every department of the school, that is: What is the ultimate end of the work given, is the student to be prepared by it for higher work along the same line in college, or is he to be fitted at once for the so-called practical affairs of life? The question comes to the mathematical department somewhat more forcibly than to the others, perhaps, in that while the average High School student in any department does not become the college student, but goes to his lifework without a college education, because of this very fact he usually regards the mathematical course as the most practical fitting for this work and demands that it contain those subjects and that they be so presented as to justify the faith he has placed in the study. On the other hand, colleges and universities are making their demands of the secondary schools and especially if the student is to specialize in mathematics, must he find his foundation in the High School.

The work in mathematics in the Franklin High School comprises three years. One year and a half is devoted to algebra and one year and a half to geometry—plane and solid. The text in algebra is "Taylor's Elements of Algebra," the text in Geometry is "Wentworth's Revised Edition."

There is a natural order in the development of mathematical subjects. while a part of arithmetic may find its demonstrating principles in geometry, the equation of algebra can not be comprehended and solved without certain fundamental processes of arithmetic; the demonstration of a proposition and the solution of an exercise in geometry find their basis in the equation of algebra. It is this development, therefore, which determines the subjects chosen and their order of arrangement in this or any secondary school.

This fact, then, together with, first, the inherent nature of mathematics which calls into play certain powers of the mind, and, second, the mechanical action of the mind and hand which is the practical result of the previous development of the subject, determines our belief to be, that the mathematical course in the High School is the same and the presentation is the same, whether the student is to go to college or to go to work.

We are told that mathematics is peculiar, in that it deals with the inorganic world while all other branches of knowledge deal with the organic world. Be it so, it requires the same mental process to form a picture of the inorganic body that it does to form one of the organic body. When his imagination has formed an image of given mathematical conditions, the student has taken the first step toward the solution of those conditions. The student draws figures in geometry, because his imagination and those of his fellow classmen are not sufficiently powerful to follow all of the intricacies of the problem. With each fact stated and with each step in a reasoning the imagination has a new image to form and the correctness of the conclusion depends upon the perfection of the image.

When imagination and reason, then, have done their part in the development of the subject and the conclusions are fixed in the mind of the student, the applications of these conclusions are entirely mechanical, and the degree of efficiency of the student in his work depends upon the degree to which the process has become mechanical. When the child is learning to add he is conscious of the actions involved and the addition is the thing in mind; when he reaches the equation and combines the parts of its members, the addition is lost sight of—it becomes mechanical. This is the object to be attained, whatever the purpose in the mind of the student as to his future work. He learns the formulas for lateral surface and volume of solids through geometric demonstration. Mechanical drill gives him rapidity and accuracy in the application of those formulas and whether he applies them and the mental development gained therefrom to work in higher mathematics or to the cementing of a cellar or a cistern, the knowledge is his and his to use.

The mathematical department of the Franklin High School, whatever the subjects taught or the texts used, seeks two things. First, through the imagination and reason, to teach the mathematical object and the conclusions concerning that object. Second, when that is done, by rapid and accurate drill, teach a mechanical use of that conclusion which will be of use to the student, whether he apply it to principles of higher mathematics in the college and university or to work at the accountant's desk or the mason's trade.

The work in English in the Franklin High School can scarcely be dignified by the name department, since from the lack of teaching force it is in the hands of the teachers of two of the other departments. Two years have always constituted the course, but for years the High School teachers have realized the deficiency necessary in so short a course and last year, although circumstances were not altogether favorable, a third year was added. The greatest need of the High School is at this point. In very justice to the students and that the High School may maintain the position it has always held, that of one of the best in the State, and fulfill its obligations to the higher institutions, we need a teacher who can devote his entire time to the teaching of English.

The importance of the work needs no emphasis. All people recognize

the absolute necessity of correct speaking and correct writing and the unprecedented discussion of the teaching of the subject, the demands of the colleges and the experimenting in seeondary schools, during the past ten years, are evidences of the appreciation on the part of the schools of this importance. Greater emphasis has been placed, by the colleges, upon the entrauee requirements in English than upon those of any other department. Because of this fact and because of the lists of recommended and required reading for secondary schools, it has been more nearly possible to have a uniform course of work, for the State, in English than in any other line.

It has been and is the effort of the Franklin High School to keep in touch with the spirit of this movement and to see to it that when her students go out from her that they can speak correctly, write with at least a degree of ease and have some knowledge of, but a far larger taste for, good literature. The three years of work are at present in the first, third and fourth years of the High School course, and it is our ambition and the need of the school to add a fourth in the second year.

The first year's work is devoted largely to the foundation work in Rhetoric and Compositoin. Word formation, sentence structure and paragraphing are emphasized with a particular view to correctness of expression. Some time is given to the study of discourse as a whole, as to kinds, purposes and forms of, at the later point teaching nature of correct and elegant forms, with figures, rhythm, rhyme, etc. Selections from the best writers, illustrative of each of the above steps in the work are read and studied, attention being given to the analysis of the selection as an aid to interpretation. The third and fourth years are devoted to the study of English and American Literature and the attending composition work.

Throughout the course the composition work is planned with two things in mind. If students would write clearly or forcibly or even elegantly, they must think clearly or forcibly or elegantly. A composition thought well is usually expressed well, the sentence and the paragraph taking care of themselves. This would call for a few well-prepared compositions. Yet that students may learn to think rapidly, to assimilate what they have acquired from various sources and to express themselves concisely as well as aceurately, frequent class-room compositions are required which are corrected by the teacher and copied by the student.

In the teaching of Literature, it is our belief that the comprehension of the subject, both from the standpoint of the study of the subject-matter and that of the form, is best, if seen in its historical settings and as all history must be studied in the order of its development, so must the history of Literature. The great changes in the subjects of English thought, in the methods of English thinkiug have caused English Literature to swing itself naturally into certain great periods. It is not possible to study every period and much less every author intensively in a three-years' eourse. Yet, while there are many arguments for the study of the few well, rather than the many poorly, there are many more, we believe, for the High School student knowing at least to what period an author belongs and the barest facts as to who

he is, if he can not know more. Therefore, for the sake of sequence of history and with the hope that a little knowledge will be more likely to develop a later literary taste than none at all, all periods are touched and a few are studied intensively.

The period of preparation is taught, not with the thought of reading Beowolf, or Caedmon, or Cynwolf, or even Chaucer, but with the thought of seeing the great developing forces of this period, its continuity with the succeeding periods and the part these men acted in that development.

In the second great period stimulated by the Italian Renaissance and the German Reformation, English Literature had become an assured thing. In the fullness of the spirit of the time subjects and thoughts are manifold and the form is as free as the thought. Here Shakspere as the outcome of the Italian Renaissance and Milton as the outcome of the German Reformation are studied intensively. Three plays of Shakspere are studied as to plot, dramatic setting, with especial emphasis given to the interpretation of character by absolute proof from text. The two phases of Milton are discovered in his minor poems and in his Paradise Lost.

The transition from the Romanticism of this period to the Classicism of the succeeding one is traced, in poetry, from its beginnings in Waller, through Dryden to its culmination in Pope; in prose, as it is manifested in Addison and Steel and Swift and Defoe in the essay, the newspaper and the beginnings of the modern novel. Little intensive work is done in this period, but reports are prepared on these subjects and selections are read illustrative of the different characteristics of the literature of the time. This work is to see the real value of the period, that while there is little remaining of real literary value in the way of subject-matter and while the perfection of form was carried to the extreme in poetry; in this perfection later English Literature attained to a polish it would not otherwise have had.

The reaction from these conditions to Romanticism again found expression in Cowper, Scott, Burns and Wordsworth. Selections from these are made with reference to themes showing the awakened interest of man in nature and in his fellow-man.

The intensive study of more recent England is, of the essay, in Macaulay; of the novel, in George Eliot, and of poetry, in Tennyson. That the sequence be the more perfect, the study of American Literature is put last. Here it is the purpose of the work to have the student see the relation of the writer and the literature to the historical and social conditions of American life, as he did in English life. Intensive study is made of those authors which best illustrate that life and which are the best representatives of the real spirit of American Literature.

Year	Latin	History	Science	Mathematics	English
1.	Latin		Botany	Algebra	Comp. and Rhetoric
	Latin		Botany	Algebra	Comp. and Rhetoric
2.	Cæsar	General History	Chemistry	Algebra	
	Cæsar	General History	Chemistry	Geometry	
3.	Cicero	English History	Physics	Geometry	English Literature
	Cicero	English History	Physics	Geometry	English Literature
4.	Vergil	U. S. History	Physical Geog.	Book Keeping	American Literature
	Vergil	Civil Government	Psychology		American Literature

CHEMISTRY CLASS

The Franklin High School Orchestra

Officers

Director ..... Earl Crecraft
President ..... Max Ellis
Vice-President ..... Charles Bogart
Secretary ..... Harry Haughman
Business Manager ..... William Suckow
Librarian ..... Earl Carpenter

Instrumentation

1st. Violin ..... Earl Crecraft
2nd. Violin ..... Floyd Pritchard
2nd. Violin ..... William Suckow
1st. Clarinet ..... Max Ellis
1st. Cornet ..... Haskel Thompson
2nd. Cornet ..... Max Hamar
2nd. Cornet ..... Chester Jones
Trombone ..... Earl Carpenter
Drums ..... Ralph McClelland
Double Bass ..... Mose Davis
Piano ..... Charles Bogart

Fasses

Class of 1901

Officers

PRESIDENT ..... ROY ALEXANDER
VICE-PRESIDENT ..... GRACE CARNEY
TREASURER ..... ETHEL WEBB
SECRETARY ..... HAZEL DUNLAP
SERGEANT-AT-ARMS ..... ERNEST McQUINN

Color—Navy Blue.

Yell

Rah! for Hannaman, Palmer, Neal!
Craft and Ellis at their heel!
We're the planets—they're the sun;
Rah! for the Class of 1901!

Class Roll

Roy Alexander.
Grace Carney.
Hazel Dunlap.
Carrie Marshall.
Mary Magaw.
Nellie McAlpin.
Ernest McQuinn.
Bessie Patterson.
Estella Sellers.
Ethel Webb.
Lillie Williams.

Bookkeeping only:

Stella Atwood.
Maurice Freeman.
Florence French.
Addah Magaw.
Norman Pritchard.

CLASS OF 1901

Class of 1902

Officers

PRESIDENT ..... EMMETT PRITCHARD
VICE-PRESIDENT ..... ZELIA KEAY
SECRETARY ..... ROLLIN OTT
TREASURER ..... EVERRET JONES
POET ..... HOMER TEWELL
ARTIST ..... JOE WOOD

Colors—Orange and Light Blue.

Yell

Whoop-la-rah! Whoop-la-rah!
Walk up! Chalk up! Up-i-e!
Juniors! Juniors!
Yes—sir—ee!

Class Roll

Marcia Adams.
Pearl Alexander.
Bessie Barnett.
Ethel Byers.
Florence Byers.
Walter Byers.
Maple Byers.
Bessie Dunn.
Jesse Davis.
Lillian Ditmars.
Mabel Farmer.
Gertrude George.
Grace Hammond.
Everett Jones.
Zelia Keay.
Mary Lacy.
Myrtle Lattimore.
Gertrude McDonald.
Jessie McAlpin.
Callie Moore.
Claude Morris.
Rollin Ott.
Emmett Pritchard.
Bertha Rose.
Oren Ragsdale.
Bessie Sellers.
Lida Staff.
Blanche Stanton.
Nellie Springer.
Omer Tewell.
Irving Valentine.
Joe Wood.
Kate Woollen.
Hazel Sellers.
Artitia Shelton.

CLASS OF 1902

Class of 1903

Officers

PRESIDENT ..... MURLE ABBOTT
VICE-PRESIDENT ..... WILLIAM SUCKOW
SECRETARY ..... BESSIE GEORGE
TREASURER ..... JULIA WILSON
POET ..... MAYME JOHNSON
YELLMASTER ..... WALTER HART

Color—Old Rose.

Yell

Rah! Bah! Whiz! Bang! We!
Whillieuer! Whillicuer! Boom!
Rip Seaver! Hi! Ski! Rip Seaver! Re!
High School Sophomore! 1903!

Class Roll

Murle Abbott.
Olive Alexander.
Elsie Barrow.
Jessie Brown.
Clyde Burford.
Cordia Clark.
Mamie Clark.
Edith Clemmer.
Ethel Craig.
Etta Flynn.
Lula Freeman.
Bessie George.
Mary Helm.
Edna Hicks.
Lenna Holman.
Mayme Johnson.
Jessie Mansfield.
Mabel Middleton.
Bessie Schooller.
Livy Sellers.
William Suckow.
Nellie Throckmorton.
Garrett Tilson.
Jennie Utter.
Francis Walden.
Edna Webb.
Julia Wilson.
Iona Byers.
Lola Green.
Ray McQueen.
Anna Johnson.

CLASS OF 1903

Class of 1904

Officers

PRESIDENT ..... EARL CRECRAFT
VICE-PRESIDENT ..... MAX ELLIS
SECRETARY AND TREASURER ..... IDA LANAM
POET ..... LETA HALL
PROPHET ..... MABEL MULLENDORE
SERGEANT-AT-ARMS ..... CHARLES BOGART

Colors—Heliotrope and White.

Yell

Rat-tat-tu! Rat-tat-tu!
Scetum; Skitum! Boix boo!
Boom! Rang! Bah!
Boom! Rang! Bah!
Nineteen Four!
Rah! Rah! Rah!

Class Roll

Charles Bogart.
Earl Blizzard.
Louise Borgstead.
Anna Byers.
Earl Crecraft.
Mary Day (withdrawn).
Max Ellis.
Ralph Farmer.
Helen Gardiner.
Lowell Griffin.
Leta Hall.
Nellie Hall.
Loren Hendricks.
Ralph Herod.
Harry Houghham.
Letta Hunter.
Anna Keay.
Nora Jones.
Clarinda La Grange.
Ida Lanam.
Betty Long.
Hattie Luyster.
Grace Magaw.
Elmer Magee.
Cavins Marshall.
Mabel Mullendore.
Lena Norton.
Don Oliver.
Floyd Pritchard.
Hazel Pritchard.
Faris Smith.
Winnie Waggener.
Mary Webb.
Tillie Weyl.
Grace White.

CLASS OF 1904

Class of 1905

Officers

PRESIDENT ..... MOSS DAVIS
VICE-PRESIDENT ..... ROY LA GRANGE
TREASURER ..... ELERY COVERT
SECRETARY ..... JESSIE LEE
SERGEANT-AT ARMS ..... CHESTER OVERSTREET

Colors—Pink and Green.

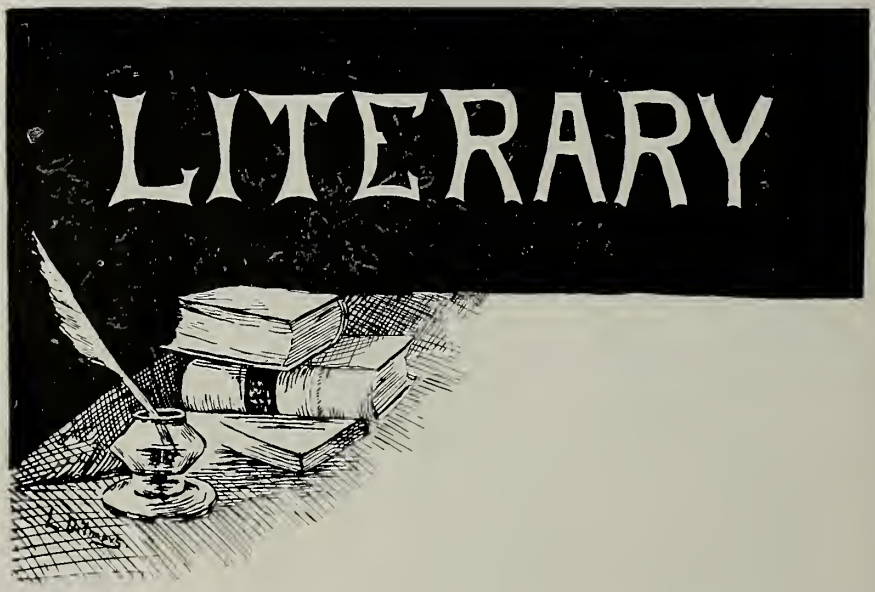
Yell

Lookout! Lookout! When we arrive,
For we're the Class of 1905!
For we're the bees,
And they're the hives,
Hurrah! for the Class of 1905.

Class Roll

Effie Adams.
Clara Alexander.
Rose Alexander.
Bertha Bess.
Lena Bruner.
Earl Carpenter.
John Clark.
Tracy Clark.
Elery Covert.
Moss Davis.
Ezra Duncan.
George Freeman.
Donald Hannaman.
Ethel Harnet.
Vivian Hunt.
Lenah Jordan.
Chester Jones.
Ethelwyn La Grange.
Jessie Lee.
Zella Lee.
Roy La Grange.
Sam Lanam.
Pearl McClellan.
Ralph McClellan.
Louis McQuinn.
Chester Overstreet.
Oaklen Prather.
Marie Richardson.
George Robinson.
Orpha Shake.
Garry Tilson.
Corwin Trout.
Verna Utter.
Mary Walker.
Mamie Weddle.
Nellie White.
Ida Williams.

CLASS OF 1905


LITERARY

Festina Lente

PERHAPS the strangeness of this theme may lead some young people to imagine the story here presented relates to a pretty Italian maiden with dark curls, laughing eyes, and winsome smiles. But be assured, nothing so beyond my skill of portrayal could receive for a moment serious consideration. Mine is a story, prompted by genuine interest in a body of splendid young people whom I have learned to love in the brief year now closing. And my story shall be prefaced by a story, to-wit: One dark December day, in a little German village which lay shivering under the blasts of a furious snowstorm, when all the villagers sat closely housed, and when man and beast crouched helpless at the imperious demands of Winter, the soul of Mozart took its flight to God. In a room adjoining the chamber where this great tragedy was being enacted, the wife of the eminent composer lay prostrate with pneumonia. Outside there was no knowledge of the stress existing in the Mozart home. A chance visitor called, quickly went forth and notified the world of its misfortune. Then rude but loving hands came, bore away the mortal remains and buried them in the potter's field. And no man to this day knows where Mozart was interred.

In this great land of ours two conditions have begotten unrest among our people, the conditions which render the achivement of fortune and an honored name possible at the least outlay of preparation. In no other country are gold and glory procurable at such moderate consideration. The heroic achievements of Cornelius Vanderbilt, Leland Standford and a host of others in the realms of finance, and of Lincoln, Garfield and others in statecraft, were scarcely possible in any other save our own favored land. That our young people have been intoxicated by a study of these characters can no more be doubted than that such successes grow more and more difficult as the years go by. I would not counsel a less serious study of these heroes' splendid achievements; rather would I suggest a truer view-point when the survey is made. Changed conditions render difficult many things which were both possible and easy two decades ago. The paths to glory—once so straight and free from interruptions, are just as straight to-day, but mightily beset by difficulties. This suggestion, then, embodied in three propositions, I wish to present to our young people as a partial guarantee of a successful career in any occupation: Establish your view-point in the present, do the thing at your hand, and await results. Let me discuss these briefly.

Adaptation to environment says the same thing as does the first member

of the major proposition. This may not always be an easy task—likely will never be. Yet successful men know that reforms rarely come from efforts to alter, single-handed, one's environment. The Massachusetts teacher who tried to persuade Tallehassee patrons that an observance of Confederate Decoration Day was inconsistent with real patriotism had to fail—he could not succeed. Whereas, had he but possessed ability to adapt himself to a Southern environment no violence would have been done patriotism, and lasting benefit might have accrued to the community he was trying to serve, in that Harvard University's influence is sorely needed in the Florida capital.

Concerning the second member. When I was a boy, on rainy, July days, I was wont to "go black-berrying" with my father. My habit was, on such occasions, to run about—pluck a berry here and another there. My father stood quietly at a cluster of bushes getting fruit I could not see. He did little wandering—he found fruit without that trouble to himself. He usually carried to the home the large pail well filled with choicest berries, while my quart cup was just "up to the rings." The application: If you teach the country school, you may some day be the head of the city system; if you are the bank's messenger boy, you may be its president; if you stand at the 10-cent counter, you may some day sell silks—it all depends upon how you do the thing at hand, your present high duty.

It is scarcely necessary to discuss the third portion of our original suggestion. Few persons have failed to observe how tardily reward for sacrifice appears to come. Yet it is the sound conviction of most men that it ultimately comes. Do not grow weary at waiting. Do not feel that you are unappreciated. A distinguished officer of the United States army, as a lieutenant, fought Indians on the Western plains for fourteen years—so slow did promotions come. And during that time he was several times wounded and performed valorous acts without number. But that was his duty—it was what our government had a right to expect from him. To-day, when he needs it, he holds the commission of a brigadier-general. So it will be with all who deserve it.

Mozart studied the masters before him, but he did not bow down to them. He created his sonatas after his own pattern—threw into them his soul. By patient, long-sustained effort, he wrought mightily for humanity. Yet he died ignorant of a large public appreciation of his genius—and we know how he was buried. In the light of such sacrifices, ought not we to drop the eyes in shame if we complain at our half successes, since we have made such slight preparation for our tasks, pursued them so feebly, and are so anxious, withal, that our deeds be praised of men? Horace Ellis.

A Sketch

ONE drizzly March night "The Girl" sat reading one of the latest novels, when the door suddenly burst open and in bolted "The Chum." The talk drifted from topic to topic until "The Girl" said: "How's the prize story contest coming on?" "Don't know; are you going to try for it?" "I have already begun, but don't know how it will be. Let me read it to you.

"Once upon a time there lived a very poor girl in a tall tenement house. She had eyes of the sky, hair like the sun, and a face like a waxen lily. Near by lived a prince, who—"

"Oh, my dear! I thought you had more sense than that. That's not the kind of a story they want for the annual."

"Say! Let's write one together; what do you say?"

"All right; I'm with you there."

They both fall into a deep study. "The Chum" suddenly wakes up by "The Girl" exclaiming: "Got an inspiration. I do have them sometimes, you know. Let's write what we're doing to-night, just sitting here talking, you know."

"The Chum" sat looking at the worn places in her shoes for a while, then she said: "Well, first we must have a setting for the story. Let us see what were you reading when I came in?"

"Oh, nothing much; put me in as reading one of the latest novels, for I want to be considered an up-to-date girl."

"They'll think it's a 10-cent edition if you're in it."

"Well, you needn't get smart, miss. If you must know, I was just reading 'Pancoast's Literature.'"

"Well, let's don't scrap about it any more. Let's get to work or we won't get it done."

"I do wish I had some fudge to sweeten your temper."

"Well, if something doesn't turn up I'm afraid we won't have much of a story. I'm glad we're here alone, so no one will know we're writing it."

"The Chum" goes to studying the worn places in her shoes again very intently. "The Girl" remarks: "If those old shoes don't give you any inspiration, I'll get you some patent leathers, and perhaps you can get some shining ideas from them."

"The Chum persists in studying her old shoes. Finally she gives a long-drawn sigh and says: 'If something doesn't happen, we shall have to invent something, that's sure."

Just then footsteps are heard on the veranda, and before "The Girl" is aware of it, "The Chum" has darted into a near-by bedroom and a scuffle is heard as she disappears under the bed.

The Girl and The Chum.

To Lewcanoe

You should not seek ('tis wrong to know)
What fates on us the gods bestow.
Nor should you tempt Chaldean art
To see what is your settled part.
Much better 'tis and whate'er is sure
To patient wait and then endure.
If many years or this the last,
Whose winter storms with freezing blast,
Beats on the rocks of the Tuscan sea,
Is given you or else to me.
Be wise, for while we speak,
Grim age begins to make us weak.
In this brief life vain hope ne'er borrow,
Seize to-day—trust not to-morrow.

—Harry E. Jordan, '00.

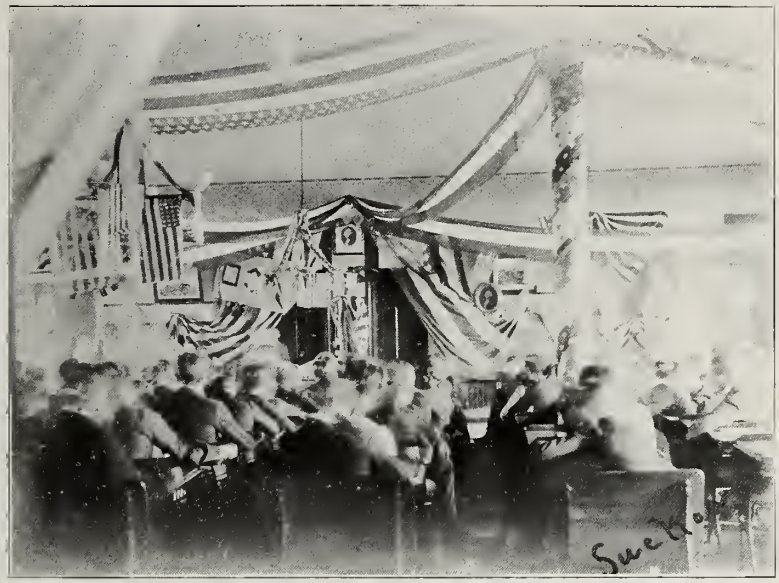
The Star

Far in the east there shone a star,
Whose light was coming from afar
So cheerily.
But o'er the sky there came a cloud,
Cut of the starlight as a shroud
So drearily.
But while the cloud was hanging there,
Behind it still the star so fair
Was shining bright.
And soon came back its light to me,
Like that yon star, thy life must be,
Do always right.
If in thy tasks misfortunes come,
Thy soul yet lives within its home—
Fight bravely on.
While life is left, then persevere,
So that thy work, with many a tear,
Be nobly done.

—Harry E. Jordan, '00.

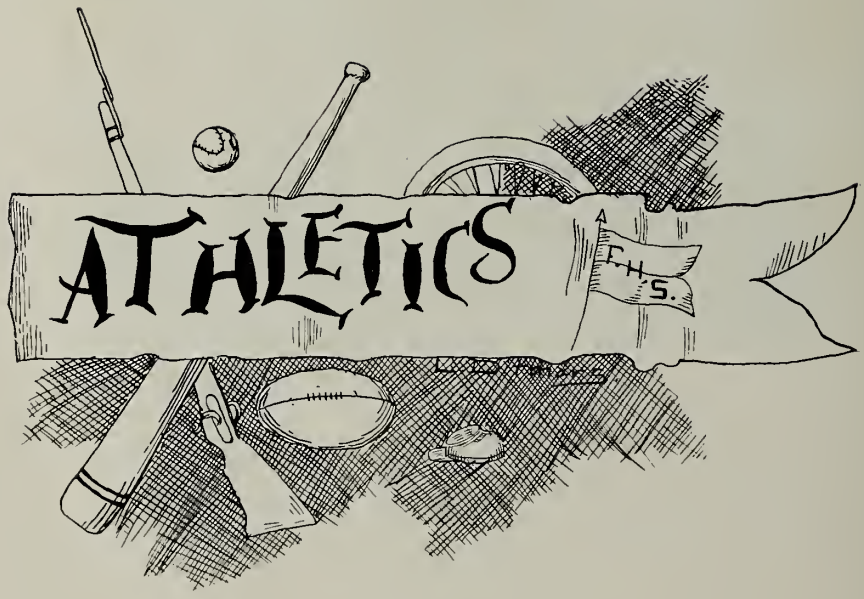
Program for Lincoln Day Exercises

February 12, 1901



Music—Native Land ..... H. S. Chorus
Paper—Life of Lincoln ..... Will Suckow
Recitation—Gettysburg Address ..... Faris Smith
Paper—Lincoln's Cabinet ..... Mayme Johnson
Music—Orchestra.
Paper—Stories About Lincoln ..... Bess Dunn
Recitation—Lincoln ..... Mabel Mullendore
Paper—Lincoln Stories ..... Mabel Middleton
Music—Piano Duette ..... Bess Barnett, Bess Sellers
Reading—Abraham Lincoln ..... Roy Alexander
Recitation—Kentucky Belle ..... Grace Carney
Music—Nymphs of the Ocean ..... H. S. Chorus
Recitation—Lincoln's Second Inaugural ... Emmett Pritchard
High School Paper ..... Lillian Ditmars
Recitation—The Soldier's Reprieve ..... Marcia Adams
Chorus—School.
Address ..... Prof. Horace Ellis

At the conclusion of the exercises the senior class presented the school with a splendid engraving of Lincoln.


ATHLETICS
F.H.S.

Athletics

FRANKLIN HIGH SCHOOL has a record in athletics to be proud of. The school has furnished the colleges of the State with some of their finest star players on the gridiron. The advance in the last few years has been very rapid; the latest result is the High School Cadets, which was organized solely for the purpose of aiding athletics.

What the High School needs is a gymnasium in which to develop its material. Some one may say, why not use the college gym? First, the price is too high. Second, students take more pride in having one of their own.

A gymnasium placed in the school would stimulate the work and the advancement of the student in the lower grades.

The good results that come from such an institution need not be mentioned at length.

What is a student worth that leaves school with the swelled head and shriveled up physical anatomy? It is the aim of the school to turn out whole men and women, but that is impossible as long as just half of the student is developed. Physical training should be one of the required courses of every school.

On the Diamond

Joe Wood ..... Manager
Chester Overstreet, Captain ..... Catcher
Byers and Tewel ..... Pitchers
Sam Lanam ..... Short Stop
Gerry Tilson ..... First Base
Omer Tewell ..... Second Base
Otis Belk ..... Third Base
Ralph McClelland ..... Right Field
Elery Covert ..... Center Field
Ray McQueen ..... Left Field
John Clark ..... Substitute

Games Played.

Franklin College vs. High School 4- 5
Franklin College vs. High School 14-12

Shelbyville	1	0	1	0	1	4	0	0	— 7
F. H. S.	3	4	9	4	3	2	3	*	—28

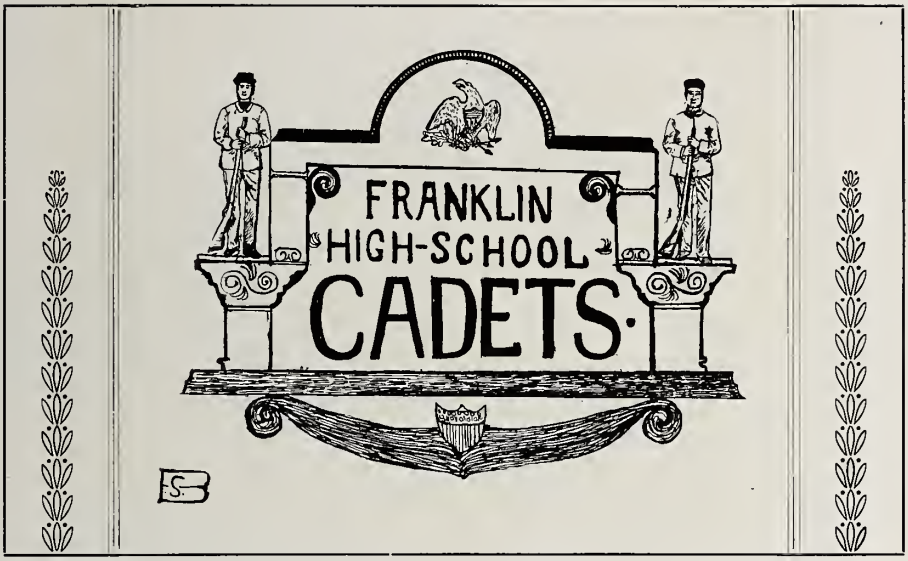
Batteries.

F. H. S.—Tewell, Byers and Overstreet.
Shelbyville H. S.—Thrall and Phips, Lang and Teal.

F. H. S.	11	0	1	0	12	—24
Edinburg	7	0	5	5	2	—14

Batteries.

F. H. S.—Webb and Overstreet.
E. H. S.—Smythe, Metz, Winterburg, Umstead and Oaks.



Captain ..... John Walden
First Lieutenant ..... Oren Ragsdale
Second Lieutenant ..... Emmett Pritchard

THE company was organized March 5, 1901, for the purpose of physical exercise. The company is indebted to Prof. A. O. Neal for its organization, who secured the services of Major Tarlton as drill-master.

The company has forty-four names on the roll, and through the hard work of its officers presents a fine appearance in line. The company will be recruited each year from the incoming classes, while those going out will receive an honorable discharge. The enterprise is supported by nearly all of the boys in the High School.

Foot Ball

Manager ..... Irvin Valentine
Full Back .....Captain Chester Overstreet
Right Half Back .....Omer Polk
Left Half Back .....Emmett Pritchard
Quarter-Back ..... Jesse Davis
Center .....Otis Belk
Right Guard .....Roy La Grange
Left Guard .....Walter Hart
Right Tackle .....John Walden
Left Tackle .....Omer Tewell
Right End .....Oran Ragsdale
Left End .....Elery Covert
Substitute .....Sam Lanam

Games Played

Columbus vs. Franklin 5- 0
Trafalgar vs. Franklin 0-16
Greenwood vs. Franklin 0-12
Trafalgar vs. Franklin 0- 0
Columbus vs. Franklin 17- 5

"How It Was"

TO begin with, the High School team was light, many of the heaviest players going out with the class of '00, and others leaving in the Junior year for college. But, notwithstanding all the drawbacks, a pretty fair team was turned out, which bids fair, with the practice of another season, to cope with any of the teams in southern Indiana.

The first game of the season was played with Columbus at Franklin, on Goodel Field, Columbus defeating the home eleven by their superior weight. The score was made in three minutes after the ball was snapped by a flunk.

The second game was fought with Trafalgar on the home field. The team being in the best form of the season, scored a glorious victory, although Trafalgar made them work in the last half.

The third game was a hard-earned victory, Greenwood giving the F. H. S. boys plenty to do. The game was exciting in the last half, when a Greenwood man made a long run and carried the ball dangerously near the goal, but Franklin called out her grit and held them for the number of downs, when time was called, leaving it a clean defeat for Greenwood.

The fourth game of the season was to have been played at Trafalgar. The game started, but called in a few minutes on account of the rain and the condition of the field. The game was never finished.

The last game was played at Columbus Thanksgiving day. Franklin was somewhat disjointed by having some new men; then several good players were lost by fumbling. Just as time was called, Franklin sent a man over the line, making a touch-down, but leaving the victory to Columbus.

Reflections
in
the
Mirror.

Organized by a Few Members of High School for Their Mutual Assistance and Benefit

Motto.....When the Teacher Isn't Looking
Flower ..... Forget-Me-Not
Central Office .....The Chapel
Sub-Offices ..... The Recitation Rooms
Office Hours .....9to 12 a. m., 1:30 to 5 p. m.

First Postmaster-General .....Chester Overstreet
Second Postmaster-General .....Lida Staff
First Corresponding Secretary .....Bessie Barnett
Second Corresponding Secretary .....Kate Woolen

Members

Mary Day. Mabel Mullendore.
Bessie Scholler.
Elery Covert. Sam Lanam.
Joe Wood.
Nell Hall. Mary Webb.
Elsie Barrow.
Tillie Weyl. Bessie George.

The F. H. S. P. S. have a powerful and treacherous enemy in the shape of the F. H. S. teachers.

Letter Box

Well, I guess I did, but, Joe, I did want you to come over. I can't stay mad at you—it's a thing impossible. I know you didn't have a date, and I—well, I don't know what. That's all right. I'm glad you didn't go any place, espeeially Grace C. Say, whose that girl? I'm going to the dance to-night with Mr. T—, but I would much rather go with you.—Kate Woolen.

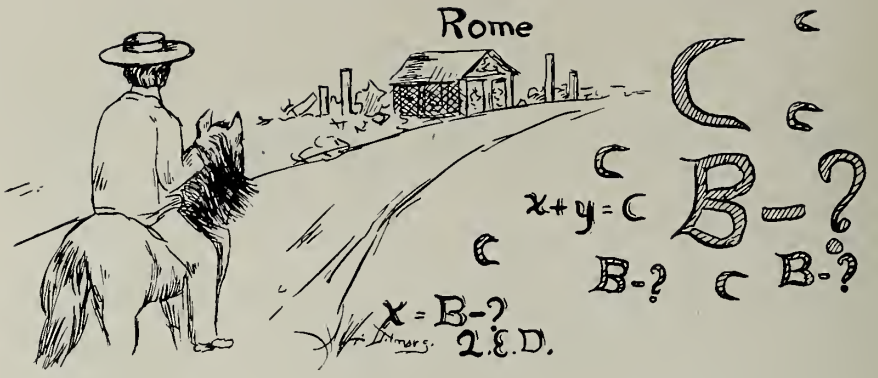
Bess George—I am sure it was him. Even mamma recognized him. He was standing with the light falling on his face, but he pulled down his hat and I could not see his faee. I think he likes her more than he will admit. You know, sometimes boys say they hate girls that they like. Boys are queer "critters," and Sam is no exeeption.—Bessie Scholler.

Mabel Mullendore—I just despise Don O., because he is always writing to me, asking me if I am mad and wanting to know what is the matter.—Mary Webb.

Elsie Barrow—No, I did not ask Sam why he did not answer it. He is just as sweet as a peach. Friday night will be all right with me. Why didn't you come to Sunday school yesterday? They are having meetings at our church all this week, so we will get to go.—Bess George.

To the beloved object of my affections, ineomparable object of my heart, I send greetings on my new paper, which I bought at noon, paying 5 cents for it.

Bless your sweet life, ean't you and Nell come up to-night? Do, and we will have fudge and write some on "tea kettles" for the next paper. Please reeonsider the question and answer in the "eonfirmative." Yours in hope.—Mabel M.



Organized Association of High School Flunks

This Order has no goat, but in its place it has a number of fine and carefully kept ponies.

Flower ..... Hollyhoek.
Song ..... "To the Work, to the Work."
Motto... "Never Do To-day What Can Be Put Off Till To-morrow."
Headquarters ..... Any Old Plaee.
Ambition ..... That I May not Be Called on To-day.

Flunk-in-Chief ..... Ray McQueen.
Flunk Pro Tem ..... Lida Staff.
Mistress of Ponies ..... Kate Woolen.
Purveyor of Exeuses ..... Elery Covert.

Members in Good Standing

Omer Tewel.
Bessie Dunn.
Livy Sellers.
Jessie Mansfield.
Chester Jones.
Elery Covert.
Sam Lanam.
Louise B.
Garrey Tilson.
Chester Overstreet.

Odds and Ends

"Use every man after his desert
And who shall 'scape a grinding?"
Shakespeare.

Bess Dunn (reading a paper)—"And the horse kicked Lincoln and knocked him sensible (senseless)."

* * *

Emmett Pritchard (attempting to quell a disturbance among some of the Cadets)—"Naw, don't give us none of your sass."

* * *

Will Suckow (referring to the trip to the Legislature)—"Yes, sir, I had 25 cents when I went to Indianapolis, and I was determined to spend it if it took me the whole day." Oh, my!

* * *

Jessie Davis (after the Thanksgiving game at Columbus)—"Oh, I tell you they have some swell girls down there. They wuz peaches, they wuz."

* * *

Local aspirant for poetical honors to Editor-in-Chief—"Mr. Ragsdale, can you use any blank verse in the Mirror this year?"

Mr. R.—"No, we don't want any of your —— verse."

* * *

Roy Alexander, on his way to make a date for a concert. When about half-way there, suddenly realized that 'twas snowing very hard. "If this snow storm keeps up it will be bad walking Thursday evening. If I have a date I shall have to have a cab." Thus communing with himself Roy turned about and retraced his steps.

Ird to Roy—"Now, Roy, I will take Bess home and then come back and stand outside and whistle. You tell them who I am, and perhaps they will ask me in, but don't let on as though I had said anything to you about it."

Half hour later—Bess, Roy and Mary all talking at onee proves too much for Ird's feeble efforts, and the longed-for invitation failed to eome.

* * *

Jessie Mansfield—Mr. Neal, I have a friend eoming to visit me next week and I'd like to stay out of school, if you think it won't injure my work.

Professor Neal—Oh, I guess it won't.

* * *

Overheard in the intervals of studying debate:

Callie M.—"Had paneakes for supper."

Bessie D.—"You did? I just ean't bear them."

Callie—"How funny! I just love them."

Bess—"Just keep them away from me."

Callie—"Well, you had better learn to like them or I won't have you."

Bess (looking daggers)—"Guess I have something to say about that."

Callie—"Oh!!!"

* * *

Oren Ragsdale (at annual meeting)—"Yes, I like the eountry girls. They are all so smart. They are so much smarter than the town girls. Of eourse, the town girls are all right, but then, the eountry girls are away ahead of them."

Oren R. (a few days later)—"I tell you, I've had an awful time fixing up what I said about the eountry girls."

* * *

When the 9B's were having composition work, the following eomposition on the seasons was handed in:

"There are five seasons—summer, spring, fall, autumn and winter. Some people prefer spring and others summer. But as for me, give me liberty or death."

* * *

Bess S.—No, it is not polite to go driving with him all the afternoon and then at night go out the back door of the church when you know he is waiting for you at the front door.

* * *

His Own Department

Roy Alexander—"I tell you, you want to buy an annual. It's going to be great, especially the Athletic Department."

* * *

Dr. Marshall (at Presbyterian Church)—"Next Wednesday will oecur the annual election——"

Oren (just awaking)—"What's that he said about the annual?"

Joe Wood (during a discussion in regard to Shyloek's sentenee)—"Hates any man the thing he would not kill?" "Yes, I believe that. If I hated any one I would want to kill him."

Girl (later)—"I hate Joe Wood, but I don't want to kill him."

* * *

To love a girl with all your heart,
And love her most sincerely,
Of course he never wants to part
With one he loves so dearly.

But Ird, his darling went away
And left him, quite eontrary,
And the poor boy eried, so they say,
And still yet sighs for Mary.

* * *

Callie, Omer and Ird sit near one another, and one morning had physics examination. When the papers were returned, written on Callie's paper by the first problem was: "Who worked this first? See Omer and Ird." On Ird's paper: "Who worked this first? See Callie and Omer." And on Omer's paper: "Who worked this first? See Ird and Callie."

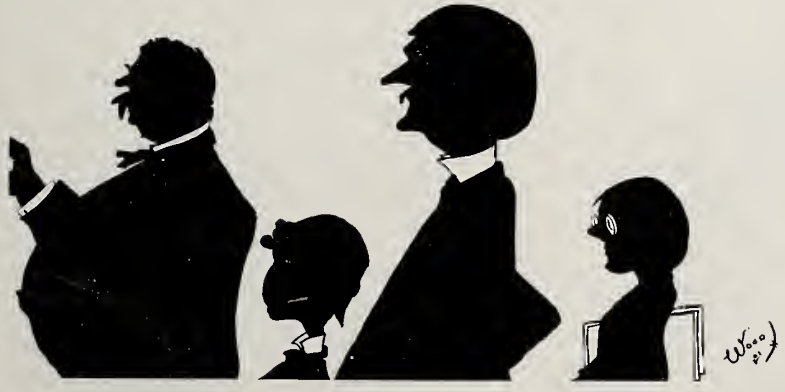
* * *

It was only a day in April,
But, alas, it went away,
And Ird has lost his (merry) Mary
Bright and winsome way.

He sits by the schoolhouse window,
With a far-off look in his eyes,
While a bright tear trickles downward,
And he sighs, and sighs, and sighs.

* * *

Several times this year boys have been fired and their fathers would bring them baek.



YES, siree, we went to the Legislature. It seemed that every one was out for a good time. I'll tell you how it was. You see, every one was wishing for a fine day and as luck would have it, it snowed the evening before and rained all night, but that kept no one away. Ernest stayed all night with me, as several others of the out-of-town students stayed in town that night, and we started for the Big Four depot bright and early and we were about the first boys on the seene of action. A few girls were there who had stayed up all night to keep from spoiling their hair.

We soon had things lively by starting up the musie box, and our dampened spirits were brightened by the familiar strains of "Just as the Sun Went Down" and others.

They eame straggling in, in twos, threes and bunehes, with 40 cents tied up in a handkerehief and a biseuit in their hat for luneh, for many deelared that they had had no breakfast. Well, you never saw sueh a erowd. Every one wanted to know where Mrs. Hannaman was, until some one yelled, "Here comes 'Squire; let's take him!" and about that time the train whistled. Joe Wood was on hands and kindly eonsented to make a eash register out of his head, and—well, just then Mrs. H. eame up, blowing after her rapid walk.

The Trafalgar H. S. was on, loaded for bear, but when they found us to be a soeiable set, just saved their yells for another time. Well, we were off at last, after every one had been counted and had found a seat the fun began. The seats that had been built for two now held four, just a niee number, you know.

The first thing, O. R. falls in love with a red-headed girl and as he was suffering for want of a breath of fresh air the "gang" went out on the rear platform, and from the girls that were out to wave at Billy S. it seems that some notiee of our coming had been sent ahead. Talk about your fast times, you should have been on those back steps. Roy M., on aeeount of the early start, failed to get a shave, so he stuck his head out and let the wind blow his whiskers off.

It was a eommon thing to hear, "Say,

boys, any room for me?" and then some one would say, "Look out, don't push me off. If the old man knew I was out here I'd never get to go away from home again." Needham bridge called up a dispute over how deep a certain swimming hole was. One boy said that you couldn't touch bottom and another said he had walked all over the bottom, and it very near terminated in one of the boys trying to demonstrate the truth of his statement. Yes, we had to wait at Fairland; meanwhile one of the boys had got a piece of the coal car in his eye and had to hunt up a doctor. First he went to a grocery, but found his mistake and they told him where to go. After a painful operation he parted company with a 50-cent piece—also painful—and returned to the crowd. Some viewed the city, while others amused themselves with the station loafers, and E. Me. thinks the telegraph operator pretty, until he finds that she is married; then he changes his mind.

When the train came in at last and we were all on and counted again, every one finds a seat this time. Two girls become anxious about their hair, as there is a nice-looking young man on the car, so they borrow a looking-glass of Omer T. and are mean enough to keep it. Some young dude got moonstruck by the beauty of one of ourgirls, but there were others on the train, you know.

Some of the boys went into the smoker until one of them was made sick by the smoke in the car and had to come out. It was queer that a second-hand smoke would make him sick, wasn't it?

Well, we got there at last, and everybody made a bolt and scattered like sheep. As it happened, a pretty good round-up was made at the State House. The House of Representatives was cleared for our especial benefit and we were permitted to hear our Representative make a very fine speech.

About this time everybody began to feel queer and calls for dinner were heard on all sides.

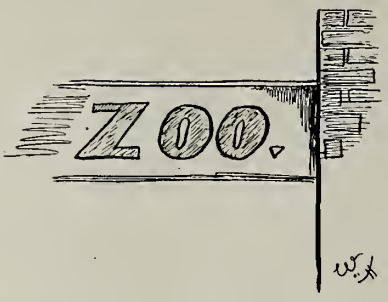
So we made a strike for Barton's Cafe, down on Washington street, and got down there fifteen minutes too soon, so we rubbered around the street until our turn came, then you ought to have seen the rush! There were four boys at our table, and "Billy" entertained the crowd. Those waiters were too slow to—well, take a hint, that "Bill" kindly told the head waiter, when he asked him if we were being waited on. "No, sir," he said, "we are just waiting on the waiter." Well, what they lacked in hustling they made up in pretty waiters.

Ernest and "Bill" ran out of butter, but were afraid to call for more for fear that it would be extra, but they called up their courage and the waiter and got the butter. Well, we had a dinner—Oh, my! It seemed that Mrs. H. got a table too near the kitchen to enjoy her meal. But we were the last ones to leave the cafe; it was not because we ate so much, but the waiters' fault, you know???

In the meantime, some more girls had arrived that had come up in the late train, for they had to comb their hair before they started.

Everybody was to meet at the Monument. Our crowd took a walk and it seemed that the town was full of F. H. S. people. Our crowd got separated

after a short time and we chased the city ambulance down to the State House, and got there in time to see the wounded man carried out and a good crowd of men with blue coats on. Met some more H. S. people. Every one wanted to know where Mrs. H. was, for we were to visit the Senate at half past 2 o'clock. We went over towards the Monument, but could not find them, so concluded that she had gone to the Zoo.

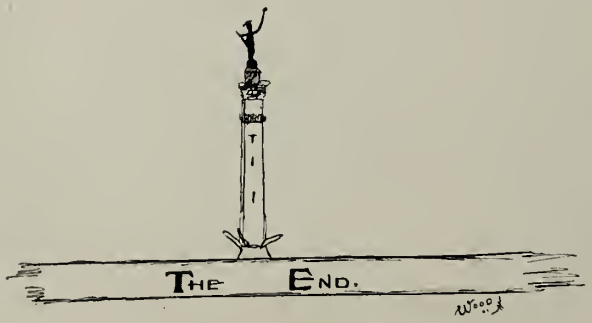


So we started back and met an old lady, who said: "Say! be you gentlemen a-going into sec that Zoo? I have a——" but that was all we heard. We stopped in the entrance and listened to the organ grind for a while and then started for the "Zoo No. 2." After we got over there we found others waiting, with all kinds of pleasant expressions on their faces. We had no passes, so we could not get in, and we went and rode the elevator for a while, and up on the second floor we found some more posing as statuary for the building and waiting for an entrance to the "holy of holies." Giving it us as a bad job, we went to the gallery and witnessed the battle of the tongues from above, when later Mrs. H. was seen with a few faithfuls coming straggling in.

Part of the crowd went to see the money vaults and they had only five minutes to see it in, so they were not permitted to view the treasure, but for a short time. It seems that the crowd was taken for a theatrical troupe by some of the people. When they started home they went scratch-gravel for the coaches in short order. Erd V. tried to get on a yellow Big Four coach, but his ticket was not good for that line, so he had to get off. It seems that Mrs. H. had bought out the banana market and was going to treat the crowd.

H. D. and E. W. finished up with a delicious treat of sweetmeats from the New York Store. O. R. had some money (????) and his ticket, and he was not the only one that was a negative quantity.

The crowd was somewhat smaller when it returned, for some lingered in the city, but all in all it was a jolly old crowd that landed in Franklin that night.



High School Dictionary

EX-CUSE.

That paper written by the seholar and signed with his parents' name.

PER-FECT OR-DER.

An ideal whieh exists only in the minds of the teaehers.

SLANG.

Something never used by Mr. Neal (?) or Miss Palmer.

SQUIRE.

Synonymous with Professor Neal.

EX-AM.

An instrument of torture used oeeasionally by the teaehers.

PO-NY.

A beast of burden used by students when traveling in unexplored lands.

A in DE-PORT-MENT.

An imaginary grade we would receive in ease of per-feet or-der.

CASE.

Ird Valentine and Mary Day.

CHAP-EL.

That large, commodious room where we study (?).

SPIEL.

The oratorical efforts of Squire immediately after opening exereises. Squire's liberal translation of Cæsar and Cieero.

TO BUCK.

The manner some scholars have of missing Rhetorical.

CRAM-MING.

A violent and futile effort to do a term's work on the night before an ex-am.

FLUNK.

The manner in whieh you reeite when you don't know your lesson.

Calendar

SEPTEMBER

17. School opens.

18. First recitations. Everybody flunks.

19. Clyde D. attends State Fair. George Freeman inquired where he will find chapel. Hallie is happy to be with Roscoe.

20. Chester begins his flirtation with Carrie M.

21. Clyde Burford appears the same cute little boy that left us last spring.

22. Squire misses the children.

23. Ird Valentine goes to Columbus, taking with him his new combined chair and step-ladder.

24. The recitation hours are cut to 35 minutes. Report cards out. Some very well pleased—others kicking.

25. Squire moves into his new office—"2 by twice, but plenty large enough."

26. Well-known H. S. boy to drummer, just after passing Joe Wood: "There goes a two-faced boy."

Drummer: "Well, if I were him I would wear the other face."

27. Mr. Neal says "smoking is not allowed about the school building."

28. Foot-ball team organize.

29. The children of the grades complain that the H. S. pupils got all the flags at Vorises this morning.

OCTOBER

1. Marcia Adams, Bertha Rose, Zelia Keay and others resolve to refrain from talking.

2. The teachers are worse than usual today.

3. History does not record what happened to-day.

4. Ray McQueen appears as usual.

5. It is announced that we will get 10 per cent. off for each absence.

6. H. S. foot-ball team play.

7. Myrtle Lattimore: "Yes, I must be smart; everybody thinks I am smart, Miss P. thinks I am smart—in fact, I am smart."

8. Blue Monday.

9. Omer Tewel gets weighed on the stock scales.

10. Bessie Dunn resolves to stop giggling.

11. Several of the H. S. scholars go to Indianapolis to see Roosevelt.

12. Bessie D. gets called down for giggling.

13. The Columbus foot-ball team beat Franklin.

14. The foot-ball team decide it might have been worse.

15. Fire in third ward, great excitement in Latin class—some run off. False alarm.

16. 12's elect officers.

18. Omer T. begins corresponding with the agent of a new anti-fat company, the old one having failed.

19. Professor Ellis tells us of some of his early school experiences.

20. One of the Freshmen: "Please, sir, what is a pony?"

21. Hazel D. can not decide between Clyde B. and Livey S.

22. Scholars receive their cards and find what 10 per cent. off means.

23. Scholars object to the 10 per cent. off.

24. Matter of grades adjusted to the entire satisfaction of the teachers.

25. The following note was received to-day, supposed to have been written by ———'s father (?): "Dear Mr. Neal, please do not push ——— too hard, for so much of his braens is intelleck, that he ought to be held back a good 'eal or he will run to intelleck entirely. And I do not desire this. So please hold him back so as to keep his intelleck from getting bigger than his body and injooring his entire life."

26. Guess what happened!

27. Republican rally. The R. boys all want to bet on the election. Franklin H. S. beats Trafalgar, 16-0.

28. As usual, Oren tells what he had for dinner.

29. Francis Waldren giggles all day. What is the matter?

30. We have another lecture on cigarette smoking.

31. Every one here this afternoon!

NOVEMBER

1. Oren R., referring to article in last year's Annual: "I do not deny the truth of the statement, but wish to add that she is not the first girl I have made love to.

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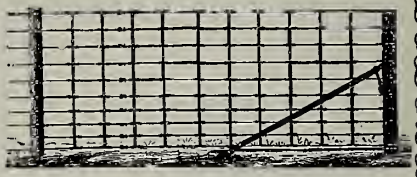

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TELEPEONE NO. 62

2. Republican rally to-night. Ethel Craig makes the acquaintance of some Indianapolis boys.

3. Democratic rally. D. boys now have their time, which they put to the best possible use.

6. A. M.—Professor Neal advises the boys of H. S. to take an interest in the election. Professor N.: "You understand that no one will vote directly for Mr. Bryan or Mr. McKinley." P. M.—Part of the boys, at least, take an interest both before and after Squire retired, which was said to be pretty early.

7. A. M.—Professor N. again addressing H. S.: "Yesterday I said no one would vote for Mr. Bryan—" but we heard no more for the applause. P. M.—The Democratic boys try to raise enough to pay their bets.

8. Little Willie S. and Merle A. have their usual race about chapel.

9. Edith and Carl Clemmer quit school. P. M.—Republican scholars ratify.

10. Carl states that he expects to spend a good part of his time in Franklin anyway.

11. It is reported that Carrie M. is going to Win-Chester.

12. Professor Ellis conducts devotional exercises.

13. 11's hold a class meeting and elect officers.

14. We have a visitor in the shape of a kitten. Mrs. Hannaman objects, and removes it.

15. Ird appears in a new dress suit at the Phi Phi reception. All the girls fall in love with him (?).

18. Mr. Wilson: "I wonder what Julia and that fellow find to talk about?"

Mrs. W.: "Oh, the questions of the hour, I suppose."

Mr. W.: "I wonder if he knows what the hour is?"

19. The seats are changed to alphabetical order.

20. Miss Palmer appears in glasses.

22. Mr. Neal gives the 10's a discourse on the proper care of saddle horses. Mr. Neal advises the 10's to form a body of organized cavalry, they all being skilled in the use of ponies.

23. The classes have their pictures taken. It was such a novelty to some of the scholars that they stayed through them all. Juniors break the plate.

24. Hazel D. is anxious about her letter from Martinsville.

25. Hazel appears in black—mourning for the still-delayed letter.

26. Hazel is happy—the letter came.

28. Ida L. sings, "I Can't Tell Why I Love You, but I Do." Roy La Grange thinks she is singing it for him.

29. Columbus beats Franklin.

30. Vacation.

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DECEMBER

3. Miss Craft, pointing to Nell Hall and Mabel Mullendore: "You little girls will be very much disappointed when you receive your deportment."

5. Mr. Neal gives an entertaining lecture on bag-punching to the Juniors.

6. The Juniors flunk in Latin; all thought the stories were to be continued.

7. Mary Helm, in history: "There were great lamentations of joy."

8. Squire studies "Diamond Dick" novels.

10. Mr. Neal talks of his experience as a knife thrower.

11. Miss Craft favors us with a vocal solo in devotional exercises.

12. Callie Moore gets frightened at the mobile.

13. Clyde B. appears in a new celluloid collar.

14. Miss Palmer reads "Billie Baxter" all day.

15. The slang in Miss Palmer's speech is noticeable.

16. Every one at S. S. Almost Christmas, you know.

17. Mr. Tilson: "Gary, I am very much disappointed with your report."

Gary: "That is what I told the teacher, but she would not change it—stubborn old thing!"

20. Juniors receive Christmas cards from Everrett Jones.

21. Everybody takes their usual Friday afternoon nap.

22. Vacation.

24. Some of the children think the Presbyterian Santa Claus talked suspiciously like our Squire.

25. Christmas and, oh! for a child's faith in Santa.

JANUARY

2. We all make good resolutions. Will we keep 'em?

3. Clara Suckow again appears in school. Seniors enthusiastically welcome the shorn lamb.

4. Joe Wood objects to being defeated in debate. Bessie Patterson withdraws from the Seniors.

6. Everrett Jones ate dinner at the restaurant to-day and as he passed out said to the cashier: "I have had an awfully good time, and I thank you ever so much for my dinner."

7. Mr. Neal tells how once, when in Chicago, he carried (for a quarter) the valise of a man who had once been worth a million dollars!!!

9. "'Tis an ill wind which blows no one any good." The 11's English history class have an examination, and as a result the physics class have a vacation.

10. Mrs. H., talking of woman's rights in the 11's history class: "Well, anyway, I think women ought to have the right to propose."

Joe, in desperation: "Where's Ird" (the only other boy in the class).

11. Mr. Covert talks to Squire about Elery's school work: "I am very much afraid Elery will injure his health, he studies so hard."

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14. Bessie Dunn and Callic Moore work on their debate.

15. Bessie D., in literature class: "I think Callie M. is one of the sweetest boys I know. Last night he came over to work on our old debate and we didn't do one thing but laugh."

16. Marcia Adams poses for the artist.

17. Miss Craft: "Callie, what is the cause of Aurora borealis?"

Callie: "I don't know. I did know just exactly, but I forget."

Miss C.: "Just to think, you are the only person on earth who ever knew and then you had to forget!"

18. Gary Tilson flunks on rhetdrical.

22. Mr. Neal: "The records of the grades of the H. S. pupils while I was in H. S. have all been lost. No, I do not remember my deportment."

23. A. M.—Oren loses a bet of a mince pie. P. M.—Oren brings the pie. Later—We eat the pie.

24. Miss Palmer: "I knew there was something going on in the Junior class yesterday afternoon, but I allowed it to go on through kindness."

25. We get one-half day vacation while the teachers prepare for the 9B's.

28. 9B's arrive and are joined by many 9A's. Is it possible we were ever thus?

29. The 12's take up book-keeping. Miss Palmer requests the Juniors to set the 9B's a good example.

30. Juniors very busy setting a good example for the 9B's.

31. Bessie D.: "Isn't Walter Harte cute?"

FEBRUARY

1. Newsboys band here to-night from which Oren gets a pointer for his debate. 9B's are given some advice in the H. S. Sun.

4. Mr. Slack gives us a talk on the Legislature.

5. Miss Palmer having memorized the advice given in Friday's Sun, repeats it for the benefit of the 11's this morning.

6. Bessie Patterson married to-day.

7. Our reporter sends the following bit of news (?) to the Star: "Mrs. Hannaman has charge of the Lincoln program. Mrs. H. takes great interest in preparing her programs."

8. The Junior orchestra play for rhetorical.

11. Omer T.: "I never had but one rhetorical duty and then some other boy and me had a catalogue (dialogue)."

12. Rhetorical—Lincoln's birthday. Juniors decorate. 12's present a picture of Lincoln to H. S.

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13. Bessie D.: "Elery Covert is the most mettlesome fellow I ever saw."

Zelia K.: "Spoon-mettle, I should say."

14. Professor Neal, in Latin class, translating: "Lives, lives did I say?"

15. Ird has the grippe.

17. Sam L. appears in a new black hat, but neglects to remove the 50-cent price mark from under the band.

18. Geometry examinations.

19. Ird better.

20. 10's decorate the school room in honor of Washington's birthday.

21. A. M.—Bess Scholler, referring to the Soph flag and decorations: "Oh, say, what do you think of it? Isn't it great? Oh, yes, I made the flag Monday night. Of course, the other girls were there, but I did the work—I made it. I directed all the decorations. I was the first one here. Oh! it beats the Lincoln decorations all to pieces. Don't the vulture look natural? Do you think it's a pretty color? I selected it myself."

P. M.—Rhetorical. 10's present us with hatchets—to cut our friendship (?).

22. Professor Neal: "We teachers have a dull time of it. About our only recreation is catching pupils using ponies, intercepting notes and all that sort of thing."

25. It is reported in school that Roy S. has begun taking his meals at McGaw's.

27. Annual board organize.

MARCH

1. Seniors and Juniors visit the Legislature.
4. Annual board elect editors.
5. Joe decides to get his geometry before coming to class.
6. Zed Keay requests us not to mention her name in the Annual.
7. Miss Craft sends the 11's back to the recitation room.

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8. Rhetorieal. Twenty-eight scholars absent.

11. The twenty-eight are requested to bring exeuses for Friday.

12. Oren lowers the reeord between Ragedale's and the school building.

14. Professor Neal misses his dinner while listening to the band play.

15. Physics class go to the power-house.

16. Joe Wood to Professor Neal: "Why, I want to join the Cadets, and I want to be eaptain, first lieutenant or second lieutenant or something," and Joe seemed very mueh disappointed when told that the Cadets would eleet their own offieers.

17. P. M.—Joe Wood, Kate Woolen, Baron Long and Bessie Barnett go driving. Supper at "Stories." Came home with lines tied around the whip.

8:15 P. M.—Arrive at Kate's. 9:30—Bess and Baron go home. 10:50—Joe goes home.

18. Cadets organize.

19. The blanks for those who reeeived C in deportment arrive and are signed after school.

20. Hazel to Professor Neal: "When are you going to give us our orations?"

Mr. Neal: "Whenever you want them."

Hazel: "I don't think we ought have any, for our work is so heavy, and you told us we would not have to do any outside work in our book-keeping; and I had to sit up till 11 last night working on the crazy stuff. I'd like to know if you don't eall that outside work?"

Mr. N.: "Well, you did not have to work on that outside the house, did you?"

21. Cadets eleet offieers.

22. Oren: "Miss Palmer, how do you draw an eclipse (ellipse)?"

23. Our H. S. reporter sends in the annual board of editors to the Star two weeks late and then gets them wrong.

24. Emmett Pritchard elected Superintendent of Tennessee S. S.

25. Joe gets to school before 11 o'cloek.

26. Ray MeQueen undertakes to bully Mr. Neal—and fails.

27. 11's take up the study of music under Miss Craft.

28. Ernest McQuinn looking at Lillian's Cicero: "What are you doing? Writing out a lesson?"

Lillian: "Yes."

Ernest: "Em—you'll read between the lines, won't you?"

29. Professor Neal gives a lecture on note writing, but he does not advise from his own past experienee.

30. A. M.—Callie M. has a haireut and shave.

P. M.—Callie M.: "I won't buy an Annual if you put in anything about my haireut and shave."

31. Ird V. begins turning his nights into Day.

APRIL

1. Miss Craft: "Some people like eertain kinds of music, and others other kinds."

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Omer T.: "I don't like church music."

2. Concert in chapel at night; First appearance of H. S. Orchestra.

3. Miss Palmer: "What characteristic of Antonio is brought out in the first?"

Bess: "He is in love."

Miss P.: "How do you know?"

Bess: "Well, I—oh, well, I know by experience."

4. An all-around scrap in geometry: "Miss Palmer: "When we get to be hood-lems in here, we will establish a school for civilization."

5. Teachers at Seymour. Vacation.

7. Ird is a very merry boy, in fact, he is quite foolish about his Marys.

8. Miss Palmer: "Where is my lid?" But it was found she referred to a box lid and not her hat.

9. Miss Craft, with her nose in air: "Well, we won't be bothered with moths this summer." Omer puts his mothballs into another pocket.

10. Squire urges the 11's to go to Chicago to-night.

11. Mr. Neal: "Everybody get into their own desk."

Hazel: "Mr. Neal, I'm too big."

Mr. N.: "Some people are not as big as they think they are."

12. A. M.—Oren playing on the bell jar in physic class: "There, I made a goose note."

Roy Mc.: "Well, no wonder, when it's a goose playing."

P. M.—Ird goes to see Mary.

13. Ird to Mrs. Day: "Say—why, Mrs. Day, papa said for me to tell you to send me home earlier than you did last night."

15. Ird to Professor Neal: "Yes, I've been with her every night for three weeks, and I tell you its awful hard on a fellow."

16. A. M.—Mary Day leaves for Seattle.

P. M.—In the library, Ird: "Say, Miss Hannaman, will you excuse me from history this afternoon (long-drawn sigh)?"

Mrs. H.: "What is the matter?"

Ird (sighs): "I—I can't study (sighs)."

Mrs. H.: "All right."

17. Ird: "And no one hated to see them go like I did."

18. Ird: "Yes, I'll admit I did cry a little at the time, but it was not anything to the way I cried when I got home."

19. Ird feels better.

He got a letter.

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20. Graee C.: "The only reason I did not nominate Joe for the board was that I was afraid people would think that I just wanted him on so he eould take me home."

21. Ird gets a letter every day. Also writes one.

22. A. M.—The 10's have their pietures taken.

P. M.—Emmett P. gets his shoes half-soled, on aecount of which he does not eome to sehool.

23. Everett J. is persuaded to set 'em up to the erowd!!!

24. Mayme Johnson: "I wonder who is going to take Graee to the Phi Phi doin's?"

Kate: "Joe is. And I am so glad she has got him."

25. Columbus H. S. pass on their way to the eontest.

26. Emmett undertakes to drill the Cadets and mareh̄es them over the ash-pile.

27. It is deeided to dedieate the Annual to the Junior elass.

30. Ird writes notes to Kate Woollen all day.

MAY

1. The H. S. Orehestra play for the benefit of the Annual board.

2. The botany elass goes to Professor Neal's eamp and the 10's, 11's and 12's get out for the afternoon.

4. Ird begins going with another girl.

7. Professor Neal says that things planted in the light of the moon will grow up, and those planted in the dark viee versa.

Professor Neal: "Did you ever see the shingles on a house eurl up?"

Will S.: "Yah; is that it, 'eause they were planted in the light of the moon?"

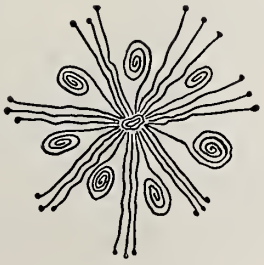
14. Mr. Neal: "Young Cæsar always wore the most peeuliarest dress he eould find."

17. Senior flag up; their last day of sehool.

26. Baeealaureate sermon.

28. Junior reeeption.

29. Commeneement.



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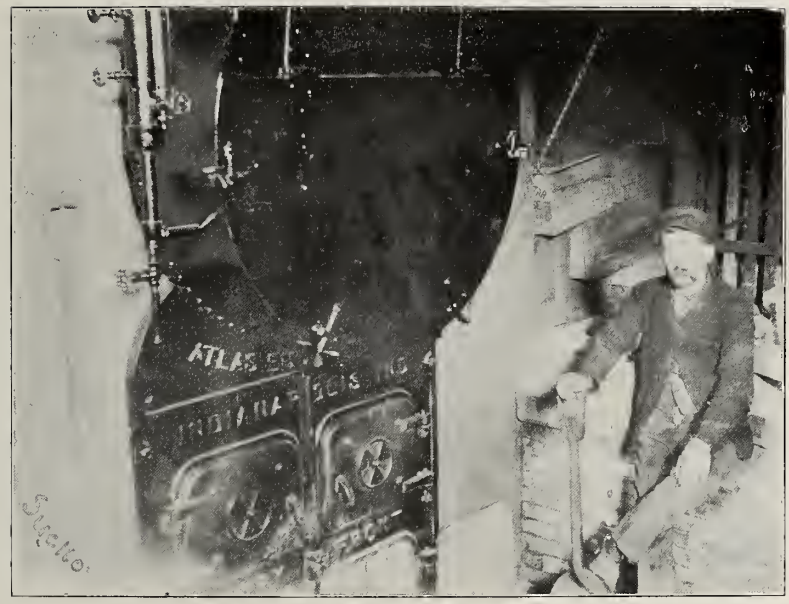

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